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ABSTRACT

In 1974 a one-week survey was conducted to determine existing practices in the teaching of language arts in Scottish upper primary schools. A total of 207 schools participated. This report first discusses the background of the survey, explains the survey design and the ways information was obtained, and presents an example of the type of diary record that was kept by teachers to provide information for the survey. It then presents tables showing results of the survey with regard to activities involving reading, writing, language usage, spelling, listening and speaking, poetry, undifferentiated language arts, and all language arts. The tables indicate the percentage of all classes that undertook each activity during the survey week, as well as how much time per child was devoted to the activity; explanatory notes are provided for each table. The report offers a summary discussion, findings related to project work in the language arts, and a report of the frequency of use of various reading series. An appendix provides information about the pilot stages of the survey, the sampling, and the statistical methods used and lists the themes of class projects that were ongoing during the survey week. (GW)

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Craigie College of Education, Ayr

Scola Survey

A survey of the teaching of Language Arts in the upper stages of Scottish Primary Schools.

Interim Report to Schools

December 1975

Douglas L. Gulland
Department of Education
Curriculum Development Centre
Craigie College of Education

REPRINTING

It is hoped that this document provides much information which can be used profitably by those responsible for organising pre-service and in-service training. To this end, Craigie College of Education and the Scottish Central Committee on Primary Education hereby give permission for the Interim Report of the SCOLA SURVEY to be reprinted, either in whole or in part, provided that due acknowledgment is made of the source of any reprint.

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SCOLA SURVEY : Interim Report to Schools

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ACKNOWLEDGMENTS

A survey involving 10 per cent of Scottish Primary schools, and teachers of Primary V and Primary VII classes in the schools, clearly requires the help and co-operation of a large number of people. The Directors of Education in the 4 city Authorities and the 31 county Authorities all gave their permission for schools and teachers to be approached. Head teachers of more than 200 schools completed questionnaires and handled the administrative arrangements within their schools. Nearly 200 Primary V teachers and a similar number of Primary VII teachers completed questionnaires on their language arts curricula and patiently recorded all the curricular happenings in their classrooms for one week. (And in a few cases, the head teacher, the Primary V teacher and the Primary VII teacher was one and the same person.) Additionally, 42 schools were involved at the pilot stages of the survey.

At the time of the survey and at the pilot stages it was possible to visit many of these schools and to thank personally the head teachers and class teachers who had been involved. However, as this report is intended principally to go to the schools which took part in the survey, it is only right that the co-operation of all head teachers and class teachers is again gratefully acknowledged.

Douglas L. Gulland

December 1975

SCOLA SURVEY : Interim Report to Schools

FOREWORD by J C Rankine, Chairman, SCOLA

National committees can only function effectively if they have the support of educationists throughout the country. The Scottish Central Committee on Primary Education (SCCOPE) and its Sub-Committee on Language Arts (SCOLA) have been fortunate in obtaining the co-operation of the Principal and staff of Craigie College of Education, education authorities, and head teachers and teachers in a large number of schools in providing the information contained in this Survey. I should like to thank all who gave their support.

To inform its discussions, SCOLA needed to gain a clearer picture of existing practice in the teaching of language arts in the upper stages of the Primary school. The Survey has helped considerably by focussing on the work professed by some hundreds of Primary V and Primary VII teachers during a typical school week. Of course, only some aspects of the teaching of language arts are illumined by an exercise of this kind. It gives an indication of what teachers think it is important to spend time on and, conversely, what they consider merits relatively little time: it does not, however, tell anything about the quality of the teaching. It is clear that the teaching of spelling is professed by the great majority of the teachers: it is not clear how this is related to the writing of the pupils. Detailed information about reading series in common use is given: there is, however, little indication of the kind of teaching methods adopted by the teachers when using them.

The SCOLA Survey was made a little later than the survey described by the Bullock Committee in their report "A Language for Life". It is not possible to make a strict comparison between the results. However, the findings are similar to those in the Bullock Report. Section 1.8 says:

"It is commonly believed that English in most Primary schools today consists largely of creative writing, free reading, topic or project work, and improvised drama, and that spelling and formal language work have no place....The answers we received (from the survey) certainly did not reveal a picture of the decay of such work in the midst of a climate of unchecked creativity...Our survey gives no evidence of a large body of teachers committed to the rejection of basic skills and not caring who knows it. It is facile to assume that all manner of weaknesses can be ascribed simply to the wholesale spread of a permissive philosophy."

The SCOLA Survey shows that the same statements can be made about this sample of Scottish Primary schools. The emphases in the teaching of language arts have not altered all that much from those described more than ten years ago in the Primary Memorandum. At that time teachers were asked to alter the balance of their teaching of the language arts curriculum so that more emphasis was placed on language in use and less on isolated exercises. A decade later, the Bullock Report and the Craigie Language Project in its report "Teaching : Active or Passive" make the same plea.

Perhaps the main function of this Survey will be to help individual teachers to re-examine their priorities among the language activities they presently ask pupils to undertake and to give promoted staff in Primary schools a basis for staff discussions about a school policy for language arts. It should be of considerable use to those college of education lecturers and primary advisers concerned with the training and in-service training of teachers.

This is an interim report to schools. Douglas Gulland is already immersed in the next stage. Meantime I simply wish to thank him for his patience and tact in steering us through this project. The report itself is evidence of his expertise and hard work.

INTRODUCTORY COMMENT FOR TEACHERS BY SCOLA

We are sure you will wish to know what other teachers do in their teaching of language arts. This Survey gives you an opportunity to consider your own practice in the light of information from a wide variety of schools.

You will find it interesting to discover the priority given to language arts in the context of the whole curriculum as revealed in Table 8, and to compare this with the emphasis in your teaching. Page 21 gives an indication of what importance the teachers in the sample attach to the various aspects of language arts as reflected in time spent. Again this will make a useful comparison with your own practice and may lead you to think about the basis of your teaching of language arts. Likewise, the Tables, dealing as they do in categories of the different aspects of language arts, make it possible for you to analyse the balance and emphasis among the different learning experiences you offer your pupils. For example Table 2 : Writing Activities indicates that certain kinds of writing are common to many classes and others are comparatively rare. With this in mind you may then examine the variety of writing activities in your own classroom. The section on Reading Series in Use may serve as an introduction to a critical examination of your textbooks. Language in the wider aspects of the curriculum is discussed on pages 23 and 24, directing attention to the language arts elements in project work.

The Survey gives information about existing practice in the teaching of language arts in the upper primary school. It should not be thought of as giving a model of ideal practice. The most recent and authoritative statement about the teaching of language arts is to be found in the report of the Bullock Committee "A Language for Life". SCOLA expect to produce in the near future a discussion paper which will focus attention on the implications for schools of that report, of the Craigie Language Project and of the SCOLA Survey itself. Initially the Survey is being distributed mainly to the schools that took part. We hope, however, that the discussion paper, which will incorporate the Survey, will be sent to all schools.

J.C. Rankine
Chairman.
Sub-Committee on Language Arts.

SCOLA SURVEY : Interim Report to Schools

BACKGROUND TO THE SURVEY

Acting on the advice of the Consultative Committee on the Curriculum, the Secretary of State formed a central committee on Primary education in 1972. This committee, known as SCCOPE (Scottish Central Committee on Primary Education), was requested "to review progress in Primary education and to indicate the lines on which further developments should take place." In the area of language arts a sub-committee was set up, SCOLA (Sub-Committee on Language Arts), with the following remit: "to review the existing situation in the teaching of language arts in Scottish primary schools " and "to identify the needs of teachers in respect of guidance in the teaching of language arts".

The first requirement was to obtain information regarding the existing situation in the teaching of language arts. Such information as there was existed largely in the knowledge and experience of those who are privileged to sample classroom practice : Her Majesty's Inspectors, Education Authority Advisers in Primary Education, College of Education lecturers. Apart from the area reports which the Scottish Education Department have published in the last few years, there was not generally available any organised information, based on sampling techniques, about classroom practice in language arts. And even in the area reports there was absent the depth of detail which was required by SCOLA.

Much information available about classroom practice may perhaps have been unsystematic and not wholly representative, but in many instances what was being discussed and aired in public indicated fairly serious misgivings regarding some children's experience and attainment in the classroom. The editors of our national newspapers must receive daily in their postbags a selection of letters critical of "modern", or "progressive", or "child-centred" education, in terms of the effects on children's attainments and behaviour. Such letters are all too familiar and need not be quoted here - very often they are an agonised response from a teacher or parent to a particular set of circumstances.

Journal articles too can be critical on occasion.

> "..... there is growing concern that the learning experiences children undergo should be structured in part, so that though children may roam far and wide on occasion, their introduction to areas of knowledge will be generally coherent and progressive" C M Richards.
>
> J. Curriculum Studies, No. 4, 1972.

Another example:

> "It is not surprising that after a decade or two of uncorrected creative writing, it is now common to find newly qualified teachers who cannot spell, punctuate, or write their sentences according to the rules of syntax." Stuart Froome.
>
> Education 3 - 13 v2, No. 1, 1974.

Official reports likewise have drawn attention to problems and short-comings, although usually after commending what is considered to be good practice. Here are two examples in critical mood :

> "Where class teachers have abandoned their traditional methods and programmes of work they have frequently found themselves unsure of how to proceed....."
>
> S.E.D. Primary Education - Organisation for Development, H.M.S.O. 1971.

> "In the interests of class organisation teachers sometimes seem to feel that they must prescribe the kind of work which is easily controlled and assessed and whose correction does not impose an intolerable burden upon them."
>
> S.E.D. Education in Dundee, H.M.S.O. 1973.

What was lacking was any detailed information on a national scale, and based on research procedures, of the Primary School curriculum in the area of language arts. The N.F.E.R. survey of reading standards, which to a major extent occasioned the setting up of the Bullock Committee, was paralleled by a survey of reading standards in Aberdeen in which results over a ten-year interval were compared (J. Nisbet et al, Reading Standards in Aberdeen 1962 - 1972. Educ. Res. v 16, 1974). The authors report : "While in Aberdeen at the age of 8 years, the standard of performance in reading comprehension is relatively unchanged, at age 11 there has been a slight decline in average standard." However, (and a similar result was found in the N.F.E.R. Survey) there was a marked difference dependent on social class factors which was not shown by the averaged figures :

"The children whose fathers were in semi-skilled or unskilled jobs showed a particularly sharp decline in average performance over the ten-year interval, whereas the standard of performance had improved or been maintained among children from professional homes."

National surveys of children's scholastic achievements can be most useful. Even recognising problems of sampling, systematic population changes and specificity of testing instruments, such surveys very often provide the only reliable information regarding trends, and point to some of the factors which are associated with the attainments being measured. Usually their main drawback is the problem of specificity of testing instruments. In a laudable desire to achieve reliability and validity the range of appropriate measuring instruments is found to be quite narrow : silent reading comprehension, mechanical number work, general verbal or reasoning ability, are common areas of measurement.

The Craigie College Language Project attempted to assess children's work in a broader area of language abilities. The following skill areas were investigated : reading comprehension, interpretation of figurative language, writing in context, writing out of context, writing of reports, mechanical accuracy of writing (spelling, punctuation, grammar), grammatical structures used, number of writing opportunities, length of pieces of writing. The conclusions of that study (G W Riddell and D L Gulland, "Teaching : Active or Passive", Holmes McDougall, 1975) were that, in terms of children's achievements in these language skill areas, children whose language experience had been largely in the context of centres of interest were at no disadvantage compared with those children whose language experience had been of more traditional class and textbook based methods. But further, it was suggested that teachers both of centre of interest and of textbook classes were at times reluctant to intervene in the language learning process, relying upon the available curriculum resources not only to set a context but to organise and evaluate the children's learning.

Recognising the need for some kind of monitoring system, such as that suggested by the Bullock Report, which would keep a watching brief on national standards of reading, writing and possibly spoken English, it nevertheless remains an equally important question to ask what is in fact happening in classrooms in terms of curriculum, organisation and method.

SETTING UP THE SURVEY

SCOLA's initial requirement was to obtain information about some aspects of existing practice in the teaching of language arts in the Primary school. It was accepted that information was especially lacking and that the needs of teachers in respect of guidance was most urgent in the upper stages of the Primary school. Accordingly a quickly mounted survey of the language arts curriculum at Primary V and Primary VII was required, the results of which would be readily available to inform the deliberations and recommendations of SCOLA.

In February 1973 Craigie College of Education undertook to carry out the survey. Planning was in the hands of an advisory committee chaired by the Principal of the College, and the survey came under the auspices of the College's Curriculum Development Centre. At that time the Craigie College Language Project was shortly to finish and it seemed appropriate that the expertise gained in that project should be transferred to a study involving some of the techniques previously developed.

In order to obtain information about children working in classrooms three courses of action appear to be possible : 1. observe the teacher and class at work ; 2. measure the effects of the classroom experience on the children and make inferences therefrom ; 3. ask the teacher (or the children) to report the work of the class.

The first method is very costly both of time and of money if anything like a reasonably representative sample of classes is to be observed. There are also psychological and methodological problems which may be difficult to resolve. Despite open-planning, teachers can be extremely wary of making themselves and their classes readily available for observation. Also, an observer's presence in a classroom may cause subtle, or indeed gross, changes in the teacher's and the class's behaviour. The observer requires to be skilled in selecting information to be recorded and to avoid biased interpretations. Given diplomacy, tact, and training, these problems can be overcome to a great extent, but only finance will solve the first difficulty.

The second approach has been referred to on page 3 and the narrow range of information resulting from a testing programme indicated. The greater problem, though, is to make valid inferences, or any inferences, from the effects (children's attainments) to the antecedent causes (learning experiences).

Because a child makes a high score on a reading for information test, there is no necessary inference that previous learning included experience of reading for information, far less that reading for information was part of that child's school curriculum.

There remains the third possibility : asking teachers to say, perhaps in a written report, what happens in their classrooms. The advantages here are evident. Only the costs of paper and postage are involved in the collecting of information and there is no intrusion into the teacher's domain. The teacher may have to give some of his time to recording the information, but it is quite likely that he will see this as a legitimate demand on his responsibility as a professional person, i.e. that he can describe what he does in a coherent manner and give appropriate reasons for these activities.

There are two drawbacks with self-reporting techniques. Firstly different teachers may interpret the task and the information requirement in different ways, and secondly and perhaps more seriously, the information given may be inaccurate. These problems were considered at the pilot stages of the survey and are discussed in the Appendix.

The over-riding factor of cost alone would have led the present survey to use the self-reporting method, but, given the time scale of the survey requirement and the previous experience of Craigie College in working with teachers in the area of language arts, this method seemed to be the most appropriate.

The survey was to be concerned with the language arts curriculum as a whole, but specifically the categories involved were : reading, writing, language usage, spelling, listening and speaking, and poetry. Each of these broad categories was further sub-divided into particular activity categories. Apart from describing children's work in terms of language arts categories, information was also sought about class organisation, time, assessment, centre of interest work, and contribution of other teachers.

The survey had two pilot stages in which the various methods of gathering information were tried out with Primary V and Primary VII teachers in 42 different schools. The sample of schools involved in the main survey, which took place in May 1974, was a 10% sample of all Scottish Education Authority Primary

schools. 207 schools took part in the survey and from these schools 199 Primary V classes and 196 Primary VII classes provided the information on which this report is based. The information from schools was provided in the following forms :

(i) A questionnaire to head teachers which covered information relating to the school as a whole e.g. number of children, provision of library books, assistant head teacher's responsibilities.

(ii) A questionnaire to class teachers which asked for information regarding the teacher's work with the class in language arts during the session. Assessment, record keeping, textbooks used were among the areas covered, as well as some background information about the teacher - length of service, sex and recent language arts courses attended.

(iii) A diary record of the class's activities for one week Monday to Friday, 13th to 17th May 1974, or the following week Monday to Friday 20th to 24th May 1974. The head teacher was given this discretion in order to avoid weeks in which there was a day's holiday. The week chosen was for most Education Authorities about the fourth week of the summer term.

The diary record was the most important of the information gathering instruments and accordingly an example of such a record is shown between pages 6 and 7. This is a record of one day's activities in a Primary V class, but is entirely fictitious and is not meant to be in any way representative except in so far as it is a quite possible account. This particular record was in fact used as an example for the teachers involved in the main survey in order to indicate the kind of information and depth of detail required of the diary records. The record itself is self-explanatory apart from the letter 'N' used in the column headed "Numbers and Organisation" - this was used by teachers to indicate where a group of children were organised on the basis of differentiation by ability. The very few teachers who found the daily recording of activities inappropriate (because they were working on a daily or weekly programme for each child) were able to note and comment on the children's activities to a greater extent, such that their records were readily processed. From diary records such as the example shown the language arts categories were determined and the times for the various activities were calculated.

CRAIGIE COLLEGE OF EDUCATION, AYR - SCOLA SURVEY

DATE: Tuesday 14th May Number of children present: 34 Please enter your Code Number here: 10245

	Times	Numbers and Organisation	Books, Materials, Equipment in Use	Activity and Comments	Class Project	Another Teacher
1.	9.00 - 9.15	34	Diary Gotters	Children write daily news items in personal letters, while teacher does registration etc.		
2.	9.15 - 9.25	34	" "	Some children read diary entries. Teacher discusses with class.		
3.	9.25 - 9.45	30 A.	Teacher's examples written on blackboard.	Addition of money - revision exercise.		
4.	" "	4 A.	Teacher - made worksheets (duplicated)	Multiplication exercises for less able children. Self - correcting.		
5.	9.45 - 10.30	33	P.E. equipment.	P.E		✓
6.	" "	1	Fiction book from class library.	Child excused from P.E. Read book by herself.		
7.	10.35 - 10.55	Interval.				
8.	11.00 - 11.20	34	Radio - Singing together	Radio broadcast previously taped by auxiliary		
9.	11.20 - 12.00	6 A	MacIver. First Aid Reader. Book D. pp 131 - 136	Oral reading of story heard in turn by Teacher.		
10.	"	7 A	MacIver Bk D. pp 131 - 137.	Re-read story followed by written comprehension exercise.		
11.	"	5 A	MacIver Bk D. pp 84 - 91	Interesting facts read. Questions answered in writing. Corrected by Teacher.		
12.	"	4 A	H. Fraser. Control & Create. Introductory Book. p 22.	Exercise on linking sentences by use of conjunctions.		
13.	"	6 A.	H. Fraser Intro Bk P 31.	Indirect speech written in Direct Form		
14.	"	3 A.	Ladybird Reading Scheme. Bk 10b.	Remedial reading with remedial reading Teacher.		✓
15.	12.00 - 12.15	12 A.	Scottish Pupil's Spelling Book Part IV pp 24, 25.	Assessment of spelling. Words written out, then used in sentences to show meaning.		

	Times	Numbers and Organisation	Books, Materials, Equipment in Use	Activity and Comments	Class Project	Another Teacher
16.	12.00 - 12.15	11 A	Scottish Pupil's Spelling Book Part IV p 8.	Corrected by pupils. Followed by next set of words. Discussed, meanings looked up. Needed in spelling folder for learning at home.		
17.	"	11 A	" Part III pp 22, 23			
18.	12.15 - 12.30	28	Variety of games. Puzzles. Class library books.	These or have "free" time. Children can take up any activity which interests them.		
19.	12.15 - 1230	6	-	These children assist in Infant Department.		✓
20.	12.30 - 1.40	Interval.				
21.	1.15 - 1.40	8	Spirit Duplicator	These children help with production of school newspaper. (See Thursday Line 23).		
22.	1.45 - 2.45	11	Class library - Fiction books.	Children may select any fiction book when book is finished a summary is written.		
23.	"	8	Class & school Library - Reference & Information books.	Finding sources, reading for information writing in own words copying illustrations "SHIPS" Project	✓	
24.	"	8	Class Library - History and Reference Books.	Children working in pairs. Each pair producing folder on a "Character in History"		
25.	"	4	Art/Craft material.	Children making model harbour and ships. SHIPS PROJECT.	✓	
26.	2.45 - 3.15	34	Hymn books.	Hymn practice for Assembly on Thursday		✓
27.	3.15 - 3.30	34	-	Assistant Head discussing with Children proposed visit to Edinburgh.		✓
28.	330 - 3.50	34	C.S. Forester "Mr Midshipman Hornblower".	Teacher reads to class on alternate days (SHIPS PROJECT)	✓	
29.						
30.						
31.					1 mn	

The language arts activities were allocated to 42 different categories covering the areas of reading, writing, language usage, spelling, listening and speaking, and poetry.

Reading :	Reading series e.g. Wide Range ; 2. Reading Laboratory e.g. SRA; 3. History text or work card; 4. Geography text or work card; 5. Science text or work card; 6. Religious education material; 7. Periodicals where differentiated from Library materials; 8. Fiction read by children; 9. General reference works where differentiated from library materials; 10. Library materials in general; 11. Information books e.g. Ladybird; 12. Comprehension exercises; 13. Remedial reading.
Writing :	1. Original story, creative writing; 2. Recounting a story, writing a summary; 3. Dictation; 4. Making notes from a talk or broadcast; 5. Recording information, reporting an event e.g. experiment; 6. Writing a play script; 7. Writing in diary form; 8. Writing a letter 9. Writing a review or criticism; 10. Transscribing, copying, practice in handwriting.
Language Usage :	1. Word functions, parts of speech; 2. Sentence analysis, sentence patterns ; 3. Punctuation; 4. Vocabulary work; 5. Combination of 1 - 4 in one or more exercises e.g. Using our Language
Spelling :	1. Teaching/learning spelling from a published word list e.g. Schonell; 2. Teaching/learning spelling from other source e.g. teacher's list, topic spelling; 3. Teaching/learning spelling using a dictionary; 4. Assessment of spelling by dictation of words.
Listening & Speaking :	1. Drama, mime, role-playing; 2. Recitation, reading aloud; 3. Narration, oral reporting; 4. Class or group discussion, usually teacher led; 5. Teacher reading aloud to class or group; 6. Class or group watching TV or film, or listening to radio.
Poetry :	1. Poetry from a published anthology; 2. Poetry from another source e.g. teacher's collection; 3. Children writing poetry.

Undifferentiated: This category was required to account for those language arts activities in which it is impossible to break down the activity into the above categories. Usually it was a combination of two or more of these as in much project work where for example reading for information, recording of information and some discussion may all be taking place more or less simultaneously.

INFORMATION FROM THE SURVEY.

The teachers' diary records provided continuous records of all the activities of the children in their classes during curricular time for one week. For the purposes of this survey these activities were allocated to the 42 language arts categories described above. Although it is recognised that much of the curriculum of the Primary school is pervaded by language activities, for reasons of economy many of the children's activities were excluded from consideration within the language arts categories. Thus, for example, mathematics, physical education and second language study are not dealt with in this report, although it is hoped that these and other areas of the curriculum may be considered later. Also it is intended that further analyses (now being undertaken) of the results of the present language arts survey should be presented with a discussion paper some time in 1976.

From each teacher's diary record a measure was found which indicated the extent to which the class was involved in each of the language arts activities for the week. This measure was calculated by finding how much time was spent on a particular activity on each occasion. This time was multiplied by the number of children involved, and then totalled for each activity category for the week. In order to compare classes with different numbers of children, the total times for the week were divided by the average number of children in the class to give a "time per child" measure.

Tables 1 to 8 give information for the whole sample of Primary V and Primary VII classes with regard to the proportion of classes undertaking the various activities and the times devoted to these activities by these classes. Each Table provides data for one of the following groups of language arts activities : reading, writing, language usage, spelling, listening & speaking, poetry, and also undifferentiated language arts activities and the total of language arts activities. Notes are provided under the Tables where appropriate.

TABLES 1 to 8.

DETAILS OF THE LANGUAGE ARTS CURRICULUM AT PRIMARY V AND PRIMARY VII

General notes.

The Tables give both the percentage of all Primary V classes and the percentage of all Primary VII classes which undertook each activity during the survey week and also how much time per child was devoted to the activity.

"All" classes means all classes at either stage of the survey sample, which comprised 199 Primary V classes and 196 Primary VII classes.

As an example the first line of Table 1 may be read "a reading series was used by 87% of Primary V classes in the survey sample and children spent on average 50 minutes a week in using the reading series, whereas at Primary VII only 69% of the classes used a reading series and children spent slightly less time on it, 41 minutes in the week."

The times per child are class-based aggregates which do not specify how the time was distributed, either by time or by numbers of children involved, e.g. the 50 minutes in using a reading series at Primary V could be the whole class using one series on two occasions of 25 minutes, or it could be four groupings within the class using four different series (or volumes within one series) on five occasions of 10 minutes each.

Although it is recognised that the times per child do not reflect the (almost infinite) number of possible combinations of times and groupings of children, nevertheless these times do indicate the balance of curriculum activities in a week.

The last line of each Table "ALL READING" etc is to be read in the percentage column as the percentage of classes which carried out any of the reading activities, and in the time per child for the week column it may be read as the average time given for all the reading activities undertaken, and similarly for "ALL WRITING" etc.

The Appendix gives further information on statistical tests used.

TABLE 1 : READING ACTIVITIES

	PRIMARY V (N = 199 classes)		PRIMARY VII (N = 196 classes)	
	Percentage of all PV classes	Time per Child for the week	Percentage of all PVII classes	Time per Child for the week
1. Reading Series	87%	50 m	69%	41 m
2. Reading Laboratory	44%	1 h 29 m	37%	1 h 22 m
3. History	23%	27 m	29%	35 m
4. Geography	17%	28 m	14%	36 m
5. Science	4%	18 m	2%	36 m
6. Religious Education	7%	41 m	9%	36 m
7. Periodicals	3%	17 m	1%	29 m
8. Fiction	21%	28 m	24%	35 m
9. Reference	8%	25 m	11%	33 m
10. Library	73%	38 m	70%	40 m
11. Information	55%	38 m	55%	44 m
12. Comprehension Exercises	83%	51 m	82%	52 m
13. Remedial Reading	31%	14 m	19%	10 m
ALL READING	100%	3 h 21 m	100%	3 h 6 m

Notes to Table 1 (See also the General Notes on page 9.)

(i) For the categories Reading Series and Remedial Reading the differences between the proportions of Primary V classes and Primary VII classes which had carried out the activity were found to be significant.

(ii) The times given to Remedial Reading both at Primary V and Primary VII may seem very low. This is because the time per child is a class-based measure. The time per remedial child could be five or six times these figures, depending upon the average proportion of children having remedial reading in the sample of classes. The term "Remedial Reading" is used to cover both work with a teacher of remedial reading and work with the class teacher using books from a remedial reading series or a beginning reading series.

TABLE 2 : WRITING ACTIVITIES.

	PRIMARY V (N = 199 classes)		PRIMARY VII (N = 196 classes)	
	Percentage of all PV classes	Time per Child for the week	Percentage of all PVII classes	Time per Child for the week
1. Story	65%	49 m	67%	47 m
2. Recounting	20%	26 m	19%	30 m
3. Dictation	13%	27 m	14%	28 m
4. Making notes	13%	24 m	12%	30 m
5. Information	56%	41 m	60%	51 m
6. Play script	5%	29 m	4%	38 m
7. Diary	39%	53 m	26%	44 m
8. Letter	7%	29 m	10%	32 m
9. Review	5%	21 m	7%	22 m
10 Transcription	60%	39 m	36%	35 m
ALL WRITING	99%	1 h 56 m	97%	1 h 47 m

Notes to Table 2 (See also the General Notes on page 9.)

(i) For the categories Diary and Transcription the differences between the proportions of Primary V classes and Primary VII classes which had carried out the activity were found to be significant.

(ii) The category Transcription also includes handwriting activities.

TABLE 3 : LANGUAGE USAGE ACTIVITIES

	PRIMARY V (N = 199 classes)		PRIMARY VII (N = 196 classes)	
	Percentage of all PV classes	Time per Child for the week	Percentage of all PVII classes	Time per Child for the week
1. Word functions	34%	42 m	26%	35 m
2. Sentence analysis	20%	31 m	21%	35 m
3. Punctuation	27%	32 m	22%	30 m
4. Vocabulary	68%	42 m	67%	51 m
5. Combination	56%	50 m	62%	52 m
ALL LANGUAGE USAGE	95%	1 h 30 m	92%	1 h 38 m

Notes to Table 3 (See also the General notes on page 9.)

(i) For the category Word Functions the differences between the proportions of Primary V classes and Primary VII classes which had carried out this activity were significant.

(ii) The category Combination applies to any language usage activity involving some combination of categories 1 to 4, such as may be found in the exercises in most language course books.

TABLE 4 : SPELLING ACTIVITIES

	PRIMARY V (N = 199 classes)		PRIMARY VII (N = 196 classes)	
	Percentage of all PV classes	Time per Child for the week	Percentage of all PVII classes	Time per Child for the week
1. Word list	56%	42 m	47%	35 m
2. Other source	18%	27 m	11%	23 m
3. Dictionary	11%	22 m	10%	29 m
4. Assessment	78%	44 m	74%	42 m
ALL SPELLING	91%	1 h 12 m	85%	1 h 2 m

Notes to Table 4 (See also the General Notes on page 9)

(i) For the categories Word list, Other source and All Spelling the differences between the proportions of Primary V classes and Primary VII classes which had carried out these activities were significant.

TABLE 5 : LISTENING AND SPEAKING ACTIVITIES

	PRIMARY V (N = 199 classes)		PRIMARY VII (N = 196 classes)	
	Percentage of all PV classes	Time per Child for the week	Percentage of all PVII classes	Time per Child for the week
1. Drama	38%	40 m	34%	55 m
2. Recitation	20%	29 m	21%	39 m
3. Narration	23%	34 m	26%	40 m
4. Discussion	92%	1 h 23 m	94%	1 h 43 m
5. Teacher reading	67%	47 m	62%	49 m
6. Radio, TV	94%	1 h 6 m	85%	1 h 1 m
ALL LISTENING & SPEAKING	100%	3 h 18 m	100%	3 h 36 m

Notes to Table 5 (See also the General Notes on page 9)

(i) For the category Radio, T V the differences between the proportions of Primary V classes and Primary VII classes which had carried out this activity were significant.

(ii) The category Discussion represents one of the two most popular activities at Primary V and Primary VII - popular in the sense of proportion of classes undertaking the activity during the week. The other category both at Primary V and Primary VII is Radio, T V. In terms of the time devoted to the activity, at Primary V Discussion with 1 h 23 m is second to Reading Laboratory with 1 h 29 m ; at Primary VII Discussion is the activity with most time devoted to it, 1 h 43 m.

(iii) In view of its clear importance in the upper Primary school some further comment on the activities falling within this category may be required. The category Discussion was intended to cover all those situations in which there is an element of fairly open-ended discussion or dialogue within the class. Very often such discussions are teacher centred and may involve little more than question and answer between teacher and class - discussion of a TV programme may be little more than this. But occasionally a situation in which the teacher takes very little active part may be found, such as a group discussion of a chosen topic. Also under this heading there is the classroom debate, of which one or two instances were found in the teachers' diary records. Among each of these it is almost impossible to specify the differentiating criteria, so they are all included under the general heading "discussion", there being the common element of the use of spoken language in a rather open-ended situation.

TABLE 6 : POETRY ACTIVITIES

	PRIMARY V (N = 199 classes)		PRIMARY VII (N = 196 classes)	
	Percentage of all PV classes	Time per child for the week	Percentage of all PVII classes	Time per child for the week
1. Anthology	25%	25 m	21%	28 m
2. Other source	36%	26 m	30%	30 m
3. Children writing	21%	26 m	19%	25 m
ALL POETRY	61%	34 m	54%	37 m

Notes to Table 6 (See also the General notes on page 9).

(i) None of the differences among the proportions of Primary V classes and Primary VII classes which had carried out any of the Poetry activities was found to be significant.

(ii) Poetry activities were clearly not limited to use of a standard anthology ; in fact more classes used some other source for poetry, presumably the teacher's own anthology or perhaps collections by particular authors. In about a fifth of Primary V and Primary VII classes children (not necessarily all children of course) had attempted the writing of poetry.

(iii) The percentages given in the Table for All Poetry activities indicate that more than a third of Primary V classes, and nearly a half of Primary VII classes did not do any poetry in the survey week.

TABLE 7 : UNDIFFERENTIATED LANGUAGE ARTS ACTIVITIES.

	PRIMARY V (N = 199 classes)		PRIMARY VII (N = 196 classes)	
	Percentage of all PV classes	Time per child for the week	Percentage of all PVII classes	Time per child for the week
Undifferentiated Language Arts	49%	1h 16 m	58%	1 h 13 m

Notes to Table 7 (See also the General Notes on page 9.)

(i) The difference between the proportions of Primary V classes and Primary VII classes which had carried out this activity was found to be significant.

(ii) The category Undifferentiated Language Arts is described on page 8. Although only about half the classes at Primary V and rather more than half at Primary VII had undertaken activities which were allocated to this category, these classes had spent more than 1 hour on these activities. For the most part these could also be classified as project work, which is given further consideration on page 23.

TABLE 8 : ALL LANGUAGE ARTS ACTIVITIES

	PRIMARY V (N = 199 classes)		PRIMARY VII (N = 196 classes)	
	Percentage of all PV classes	Time per child for the week	Percentage of all PVII classes	Time per child for the week
All Language Arts Activities	100%	12 h 4 m	100%	11 h 52 m

Note to Table 8

This Table simply shows that the Language Arts curriculum is contributed to by all classes at Primary V and Primary VII, and that on average they spend about 12 hours per week on some selection of Language Arts Activities.

Examination of Tables 1 to 8 shows the more common language arts activities and the less common language arts activities. Among the more common are ; reading series, library, comprehension exercises, story writing, transcription (including handwriting), vocabulary, spelling assessment, discussion, teacher reading and radio/tv. All these are undertaken by 60% or more of Primary V classes. At Primary VII transcription (including handwriting) is replaced by a combination of language usage activities - otherwise the 'top ten' activities are the same.

The less common activities are equally interesting, although it should be noted that here especially the results are dependent upon the level of detail provided by the teacher. Thus, although the reading of periodicals appears to be minimal, it may be the case that children carry out this activity in library time. Nevertheless it says something about the value teachers place upon the activity if it is included under other more general activities. At Primary V the least common activities are reading science texts, reading religious education material, reading periodicals, and reading general reference works, writing play scripts, letters and writing reviews (all less than 10% of classes). Primary VII classes place least emphasis, in terms of frequencies, on reading science, religious education, periodicals and writing play scripts and reviews (again, all less than 10% of classes).

The notes to Tables 1 to 8 indicate the significant differences among proportions of Primary V classes and Primary VII classes which had carried out various of the language arts activities. The activities which a greater proportion of Primary V classes had carried out were : reading series, remedial reading, diary writing, transcription/handwriting, word functions, word list spelling, other source spelling, all spelling, and radio/tv. Primary VII classes had a greater proportion than Primary V classes only for the undifferentiated language arts activities.

In round figures and in hours, the time available for curricular activities in a week is 25 hours. Slightly less than half this time is given to language arts activities, 12 hours, and for all Primary V and all Primary VII classes this time is on average distributed as follows:

	PRIMARY V	PRIMARY VII
Reading	3½ hours	3 hours
Writing	2 hours	1½ hours
Language Usage	1½ hours	1½ hours
Spelling	1 hour	1 hour
Listening & Speaking	3 hours	3½ hours
Poetry	½ hour	½ hour
Undifferentiated language arts	½ hour	1 hour
Total language arts	12 hours	12 hours

The times shown above and in Tables 1 to 8 are the average times devoted to the various activities for all Primary V and for all Primary VII classes. Times for individual classes varied considerably around the average times shown, and a few classes were fairly extreme : one class at Primary V spent 191 minutes (more than 3 hours) in the week on comprehension exercises ; another Primary V spent 255 minutes (4¼ hours) listening to radio or watching TV ; a Primary VII class spent 228 minutes (more than 3½ hours) on vocabulary work ; and another Primary VII spent 317 minutes (5¼ hours) on drama activities.

Clearly there may well have been very good reasons for classes devoting so much of their time to these particular activities, but on the other hand some classes spent very little time on many activities. Some of the categories used in the analysis of the teachers' diary records will of course be less frequently found than others. It would be nonsense to expect that every teacher would have carefully divided his time equally

among all our 42 categories. Different emphases will be given to different activities depending upon the class stage, whether there was an on-going class project and what theme was being studied, the various text books and reading laboratories and workshops in use, and indeed the teacher's personal preferences and the needs of the children in the class.

All this is true ; but it is also true that no single language arts activity was undertaken to any extent at all by either all Primary V classes or by all Primary VII classes during the week of the survey. Tables 1 to 8 illustrate this point in that the figure of 100% of all Primary V or Primary VII classes does not appear against any of the language arts activities.

Further, and perhaps more seriously, when the groups of activity categories are considered, only Reading and Listening & Speaking had been contributed to by all classes at Primary V and at Primary VII. There were classes at Primary V and at Primary VII which had undertaken none of the ten Writing activities, other classes which had undertaken none of the five Language Usage activities, other classes which had undertaken none of the four Spelling activities, and other classes which had undertaken none of the three Poetry activities.

Had the survey taken place the following week, or the previous week, or six weeks later, it is of course possible that these particular classes would have shown a different pattern of activities, perhaps giving more time to those activities which were absent in their diary records for the survey week. There remains the question (which will not be answered here) of whether children at Primary V and Primary VII should experience within the language arts curriculum a balance of activities including certain basic areas every week.

A further question, to which some answer can be given, is whether the survey week chosen (one week of May 1974) has given results which are representative of other, or indeed all other, weeks in the session. Only the pilot stages of the survey can provide any evidence here. The two pilot stages took place in one week in November 1973 and another week in February 1974. It should be emphasised that these were pilot

stages rather than repetitions of the main survey, but it would appear that in the summer term there was less Reading, less Spel'ing, and more Listening & Speaking both at Primary V and at Primary VII ; and more Writing at Primary V and more Language Usage at Primary VII. What can be said with some certainty is that there is more variation among individual classes within one week than among groups of classes in different weeks. Only a number of repetitions of the survey at different times of the year could confirm these suggestions.

LANGUAGE ARTS IN PROJECT WORK.

Teachers were asked to note on their diary records the times devoted to a class project (or centre of interest, topic, thematic or environmental study). This was defined as "an integration of two or more subject areas contributed to by all children in the class at some point." At Table 7 some indication was given of this kind of activity, but other than undifferentiated language arts activities much of the language arts activities taking place for projects could be readily allocated to some other more specific categories such as information reading, discussion etc.

Almost exactly one third of Primary V and Primary VII classes had given no language arts time to project work during the survey week ; one third had given less than 2 hours; and another third had given more than 2 hours language arts time to project work.

The results of later analyses will need to be awaited to discover whether project work has a large contribution of time from, say, art and craft activities which would not be shown by the present language arts categorisation. However, as almost every class project had some contribution from one or other of the language arts, it is apparent that about a third of Primary V and Primary VII classes were not doing any class project work at all during the survey week. *

Table 9 provides a summary of the project themes by subject areas. In the Appendix a complete listing of projects at Primary V and Primary VII is given.

* Two Primary V classes and one Primary VII class were involved in class project work which, during the survey week, did not involve language arts contributions - two classes (a PV and a PVII) were involved in mounting a wall display ; the other class (PV) was involved in sketching in the local area.

TABLE 9 : SUBJECT AREAS OF CLASS PROJECTS.

	PRIMARY V (N = 199 classes) Number of classes	PRIMARY VII (N = 196 classes) Number of classes
History	23	27
Geography	26	28
Animals/Plants	11	7
Local studies	11	11
Sea/Seashore	14	15
Fiction based	7	1
Commodities/Produce/ Farming	22	13
Communications/Transport	7	10
Others	20	25
No class projects	65	62
Total	206	199

Note : The above totals are slightly more than the total number of classes because eight classes recorded two and two classes recorded three projects in operation. Four classes recorded projects, but did not indicate the theme : they are included in "Others".

The teacher's choice of a class project may well be influenced by the season of the year and the occurrence of topical events. The survey work took place in the summer term and therefore some of the titles listed may not have been found earlier in the year. An obvious example of this is the number of classes

which had undertaken a study of the sea or the seashore, but also some of the local studies may have been reserved for the summer term. Certainly the two Primary VII classes whose project title was "World Cup Football" were influenced by contemporary public interests.

READING SERIES IN USE

Teachers were asked to note on the questionnaire to class teachers any reading laboratory/workshop or graded reading series which they had used with their classes in session 1973/74. 23% of Primary V teachers and 21% of Primary VII teachers had used one series (although usually more than one volume from that series) ; 48% of Primary V and 51% of Primary VII teachers had used two or three series ; 18% of Primary V and 13% of Primary VII teachers had used more than three series ; and 11% of Primary V and 15% of Primary VII teachers had used resources other than a reading series or laboratory with their classes that session.

The order of frequency of use of reading series and laboratories was at Primary V:

		Number of Times Cited
1.	First Aid in English Readers. Angus MacIver Gibson	138
2.	SRA Reading Laboratory. Don H. Parker	81
3.	Wide Range Readers. Schonell & Flowerdew Oliver & Boyd	75
4.	New Worlds to Conquer. E. Ramsbottom. Chambers	51
5.	The Essential Readers. W & R Holmes	26
6.	Harrap's Swift Readers. Elder & Wood Harrap	24
7.	Good Company. A. Elliott-Cannon. Johnston & Bacon	22

		Number of Times Cited
8.	SRA Pilot Library. Don H. Parker	19
9.	Enjoy Reading. Rogerson & Smith Chambers	17
10.	New Reading. A.F. Scott. Readers' Digest Assoc iation.	14
11.	Radiant Reading. T.C. Collocott. Chambers	11
12.	Through the Rainbow. E.S. Bradburne. Schofield and Sims.	11
13.	The Dolphin Books. Boswell Taylor U L P	10
14.	All other reading series and workshops (19 titles)	68

The order of frequency of use of reading series and laboratories was at Primary VII:

		Number of Times Cited
1.	First Aid in English Readers. Angus MacIver Gibson	115
2.	SRA Reading Laboratory. Don H Parker	97
3.	New Worlds to Conquer. E. Ramsbottom. Chambers	49
4.	Wide Range Readers. Schonell & Flowerdew. Oliver & Boyd	27
5.	Enjoy Reading. Rogerson & Smith. Chambers	22
6.	SRA Pilot Library. Don H. Parker	21
7.	The Essential Readers. W. & R. Holmes	18
8.	Harrap's Swift Readers. Elder & Wood. Harrap	16
9.	New Reading. A.F. Scott. Readers' Digest Assoc.	15
10.	Good Company. A. Elliott-Cannon. Johnston & Bacon	14
11.	All other reading series and workshops (21 titles)	55

APPENDIX

The appendix provides some information about the pilot stages of the survey, technical information about sampling, sample loss and statistical testing and a list of titles of class projects which were ongoing during the survey week.

Pilot Stages

The survey had two pilot stages designed to develop, refine, and test the various instruments used for gathering information about classroom practice in language arts and about teacher and school backgrounds.

The first pilot stage involved 26 schools in 13 Education Authorities selected to provide a wide range of sizes and environments. At the second stage only one Authority, Ayrshire, was involved and 16 schools took part.

In all but one of the 42 schools which took part in the pilot stages discussions were held with the teachers who had taken part in this exercise. Despite the problems of recording information which had been found with the first pilot stage (and eliminated by the second pilot stage) there was no evidence obtained from these visits of teachers providing anything other than honest and careful returns.

Sampling

A stratified random sample of Education Authority Primary schools was drawn by the Statistics Branch of the Scottish Education Department. The sample was an exact 10% sample of all E.A. Primary schools in Scotland. With the approval of the Directors of Education, head teachers of all schools drawn in the sample were approached in March 1974 requesting their co-operation. From the head teachers' returns, one Primary V and one Primary VII teacher was selected from each school (in the case of some of the smaller schools this could of course be the same teacher). This selection was made using a table of random numbers. Thus from each school a class of children at Primary V stage and a class of children at Primary VII stage with their teachers were selected for the Survey.

Inevitably the "possible sample" of 250 schools was not achieved as the "final sample" of schools which actually took part in the main survey. The number of schools which in fact completed all stages of the survey was 207 which represents a response rate of 83%. The reasons for "drop-out" were various: the head teacher was unable to accept the survey; the school had no pupils at Primary V or Primary VII; the school's returns were not amenable to analysis.

Results from the pilot stages had given some indication of validity but it was felt that a similar attempt to validate the information given by the teachers for the main survey would be worthwhile. Accordingly 31 (15%) of the schools forming the final sample were visited by members of the survey team and detailed discussions were held with head teachers and class teachers. These schools were not a random sample of the whole sample but they were representative of all types of school in the sample. All these visits confirmed the finding of the pilot stage that teachers were able to cope with the recording of information relating to their classes' work and that this information was as detailed and as accurate as had been expected.

Statistical Tests

In Tables 1 to 8 differences between the percentages of Primary V classes and Primary VII classes which had carried out the various activities are reported as significant according to whether for any particular difference between two percentages the standard error of this difference yields a z ratio significant at the .05 level or beyond.

Class Projects

Below is a list of the themes of class projects, centres of interest etc., which were ongoing during the survey week. These were taken from the teachers' diary records.

Primary V Class Projects - Themes and numbers of classes

Africa	2	Egypt, ancient	1
Animals/Zoo animals	4		
Australia	1	Famous people	1
		Farming/Farming in Scotland	4
Bayeux Tapestry	1		
Britain's imports	1	Fishing in Scotland	1
		Florence Nightingale	1
Canada	3	Forests	2
China	1	Food	1
Coal	2		
Communications	1	Holiday resorts	1
Cotton	1	Homes	2
Countryside	1	Human body	1
Discovery/Voyages of Discovery	2	India	2
Dundee (not local study)	1	Jacobites	1
		Japan	1

Living in a City	1
Local study	11
London	1
Man	1
Markets	1
Middle Ages	10
Milk	2
Monsters/Monsters & midgets	2
New Zealand	1
Noah's Ark	1
N Ireland	1
N Sea (oil, fishing)	1
Norway	1
Oil/N Sea Oil	2
Paper	2
People who help us	1
Plants	2
Prehistoric times	1
Puppet Theatre	1
Railways	1
Rivers	2
Roman Britain	1
Savannah	1
Scotland	3
- Highlands	1
- History	1
- Industry	1
- Islands	2
Sea/Seashore	14
Shipwreck	1
S America	1
Summer	1
Teeth & Toothpaste	1
Theatre & entertainment	1
Transport	3
Trees	1
Tudors	2
United States of America	3
Vikings	1
Volcanoes	1
Water	2
Weather	1
Wood	2
Wool	1

Fiction based :

Canterbury Tales (Chaucer)	1
Coppelia	1
Green Smoke (R. Manning)	1
Little Red Riding Hood	1
Lovie's Lot (E.W. Hildick)	1
Stig of the Dump (C. King)	1
The Deserted House (M. Coleridge)	1

Primary VII Class Projects - Themes and numbers of classes.

Africa	1	Mammals	1
Animals/Zoo Animals	2	Man	1
Australia	3	Materials	1
		Middle Ages	4
Birds	1	Milk	1
		Moon	1
Canada	3		
Churches & cathedrals	1	New Zealand	1
Communications	2	Normans	1
Comparison - 1900 with present	1	N American Indians	1
		Oil/ N Sea Oil	4
Edinburgh (not local study)	2	People of the dry lands	1
E.E.C.	3	Police	1
Famous people	1	Rivers	2
Farming/Farming in Scotland	7	Romans in Britain	1
Flight	1	Russia	1
Forests	1	Scotland	3
Football/World Cup	2	- History	1
		- Industry	1
Germany	1	- Islands	2
		Sea/Seashore	15
Holidays, preparation for	1	Ships	1
Holland	2	S America	2
Homes	1	Space	3
Human Body	1	Suffragettes	1
		Teeth & toothpaste	1
India	1	Transport	4
Italy	1	Tudors	2
		Twenties (1920s)	1
Jacobites	2	Twentieth Century	1
Japan	1		
		Underground	3
Knights of St John	1	United States of America	1
London/London 1851	2	Victorians/19th Century	6
Local government	1	Vikings	1
Local study	12	Volcanoes	1

War	1	Fiction based :	
Water	1	Green Smoke (R. Manning)	1
Weather	1		
Wild life	1		
Wild west	1		

POSTSCRIPT

"What did you do in school today, my lad?"

"Today I spent 20 minutes listening to Mrs. Jackson telling us the story of St. Paul. Then there was a discussion for 10 minutes about what it would be like travelling with Paul. I wrote an excerpt from Paul's diary - this took 15 minutes. Then we had a 10 minute lesson revising area in Maths. For the next 40 minutes we did problems in area from Making Sure of Maths. Book 3. Then we went to the baths for swimming. Including travel to and from the baths and changing into our swimming things, we spent 70 minutes on this. After dinner we were allowed to choose an English workcard while Mrs. Jackson did the summary - this took 20 minutes. We then had gym for 40 minutes. For 30 minutes at the end of the day Mrs. Jackson read the next part of the story to us. That's what I did in school today."

An unlikely reply. A more usual report of the day's activities might be; "We had swimming and gym: it was great" ; or possibly, "I got 8 out of 10 for Maths and Jean Anderson was sick all over her desk."

Life in classrooms can be experienced, can be observed, can be reported on, but the experience, the observation and especially the reporting have to be selective. Children may give both dull and lurid accounts of much the same events. Teachers may produce "records of work", but rarely do they write up "records of unproductive activity" even though such activity may occupy children for considerable parts of their time in class. Head teachers, inspectors and advisers are not (except in the case of some head teachers) whole time participants in classrooms and must therefore rely upon their experience and judgement in drawing inferences from samples of periods of class observation.

The educational researcher may have certain expertise in forming samples of classes which may be observed and from which the results may be generalised. He may have access to facilities for the high speed processing of information which a head teacher with pencil and paper might take years to calculate, and he may be able to set up and test hypotheses such that decisions may be better supported. But he must still decide what in fact he is going to observe, what part of his observations he will report, and what form his report will take.

This report has attempted to present some observations of the language arts curriculum as it is practised in the upper Primary

school in Scotland. But it is still only an interim report - much work remains to be done in looking further into the information received from schools.

It is hoped that the language arts curriculum may be examined with regard to its relationship with some of the background information available - size of school, size of class, teacher's length of experience, provision of resources, and so on. A list of reading series is provided in this report on pages 25 and 26 : at a later stage this will be complemented by similar lists of poetry books, language course books, creative writing books etc.

Again it is intended that these later stages of analysis will be supported by a discussion-paper and recommendations from SCOLA.